

# **Session 1A — Reading Practice Test**

# ENGLISH LANGUAGE ARTS: READING — SESSION 1A

This practice session has one reading selection, ten multiple-choice questions, and a question that asks you to write out your answer. Read the selection and answer the questions about it in the spaces provided.

*Read this story about a boy who wanted to know how he got his name. Then answer the questions that follow.*

## The Name Game

*by Katherine Pebley O’Neal*

“Let’s play a game to help us learn everyone’s name,” said Mrs. Finster on the first day of school. “When the ball comes to you, say your name clearly. Then we’ll all say your name together. Ready?”

The ball went around the circle until it came to Tieshon. With a smile, he said, “Tieshon!” in his strongest, clearest voice. The class repeated, “Tieshon!” Then he passed the ball. He learned many of the names of his new classmates: Connor, Dawson, Roger, Belle, Lincoln, Abril, and Paul.

Next, Mrs. Finster helped the class come up with words to describe the students using the first letter of their names. Connor was cool, Roger was a runner, and Dawson loved to dance. When they came to Tieshon, the class said that he was terrific, and that made him feel pretty good.

Finally, Mrs. Finster asked the class to write a journal page about their names.

“Where did your name come from?” she asked the class. “Are you named after someone? What does your name mean?” She provided some name books for the class to use if they wanted to. Tieshon sat down beside Paul to write, but nothing came to mind.

“My name is Irish,” said Connor. “My whole family is Irish. My whole name is Connor Patrick O’Brien. That’s a whole

Irish name.” He began to write in his journal. Tieshon’s whole name was Tieshon Aduke Jones, but he didn’t think any of it was Irish.

“My name was my mother’s before she got married,” said Dawson. “She used to be Anne Dawson, and now she’s Anne Johnson.” Tieshon’s mother’s name used to be Brown.

“My name is French, and it means beautiful,” said Belle. Her journal page was already half-filled.

Tieshon had no idea what Tieshon Aduke Jones meant, but he was positive it wasn’t beautiful.

It seemed to Tieshon that everybody had a name that meant something or came from somewhere. Paul was named after a saint. Abril was Spanish for April. She had actually been born that month. Roger was Roger Howard Smith III, since his name was the same as his



PLEASE GO ON ➡

father's and his grandfather's. Lincoln was named after President Abraham Lincoln.

Tieshon couldn't think of anything to write in his journal, and he couldn't find Tieshon in the name books that Mrs. Finster had provided, either. He couldn't even find Aduke. Finally the journal time was up, so Tieshon wrote "terrific." But he didn't feel very good.

At dinner that night Tieshon told his mother and father about everyone else's names.

"Everyone is named after a president or a grandfather or a month. Why didn't you name me after someone?" he complained.

Tieshon's father smiled and took Tieshon's hand. "Your mother and I named you Tieshon for a very special reason, son. We combined the initials of some important people, like cousin Thomas and Aunt Sarah, to create the name Tieshon. But it's up to you to decide what your name will represent to other people. If you grow into the kind of person that others will

admire and respect, parents will name their children after you."

Tieshon thought about his name. There were parts of lots of people in it: Grandma Hannah, Grandpa Imes, cousin Thomas, and Aunt Sarah. . . . It was a big responsibility to have a name like his! He was suddenly sure that the name fit him perfectly.

"But remember, Tieshon, you have another name. A special name that we gave you after you were born."

Tieshon remembered his middle name, Aduke. It hadn't been in any of the teacher's name books, either.

"You know what it means, don't you, Tieshon?" said his mother, giving him a giant hug. "It's an African name that means, 'very much loved.' "

Tieshon Aduke Jones couldn't wait to get back to school. He had so much to write in his journal.

18

**Choose the best answer for each multiple-choice question. Fill in the circle next to your answer choices for questions 1 through 10. Multiple-choice questions are worth 1 point each.**

❶ Paragraph 2 says, "With a smile, he said, 'Tieshon!' in his strongest, clearest voice." In this sentence, strongest means

- ☐ A. meanest.
- ☐ B. toughest.
- ☐ C. bravest.
- ☐ D. loudest.

❷ In the game to choose words to describe students, which word would be a good choice for Abril?

- ☐ A. terrific
- ☐ B. tall
- ☐ C. fast
- ☐ D. awesome

PLEASE GO ON ➔

3 Paragraph 9 says, "Tieshon had no idea what Tieshon Aduke Jones meant, but he was positive it wasn't beautiful." In this sentence, the word positive means

- ☐ A. sure.
- ☐ B. sorry.
- ☐ C. thinking.
- ☐ D. happy.

4 Abril's name came from the name of a

- ☐ A. president.
- ☐ B. saint.
- ☐ C. month.
- ☐ D. cousin.

5 Tieshon's problem in this story is that he does not

- ☐ A. like what his class is doing at school.
- ☐ B. know where his name came from.
- ☐ C. like the name his parents gave him.
- ☐ D. know where he put his journal.

6 Why did Lincoln's parents **most likely** name their son Lincoln?

- ☐ A. They thought Lincoln meant "terrific."
- ☐ B. They wanted to name Lincoln after his father.
- ☐ C. They thought President Lincoln was very special.
- ☐ D. They wanted Lincoln to look like a president.

7 Paragraph 18 says Tieshon's mother gave him a giant hug. What is the **opposite** of the word giant?

- ☐ A. long
- ☐ B. little
- ☐ C. friendly
- ☐ D. gentle

8 Tieshon's parents gave him the middle name Aduke because it

- ☐ A. sounded good with "Tieshon."
- ☐ B. had the word "duke" in it.
- ☐ C. showed their love for him.
- ☐ D. meant that Tieshon was terrific.

PLEASE GO ON ➡

9 Which event happened **last** in the story?

- ☐ A. Tieshon asked his parents about his name.
- ☐ B. The children played a game with a ball.
- ☐ C. The children wrote in their journals.
- ☐ D. Tieshon could not find his name in the books.

10 How does Tieshon **most likely** feel about his name at the end of the story?

- ☐ A. disappointed
- ☐ B. confused
- ☐ C. pleased
- ☐ D. clever

PLEASE GO ON ➡

**Write your answer to question 11 in the box below. This question is worth up to 4 points.**

- 11 Tell **two** things Tieshon will **most likely** write in his journal at the end of the story. Explain why you think Tieshon will write these things.

11



# **Session 1B — Reading Practice Test**

# ENGLISH LANGUAGE ARTS: READING — SESSION 1B

This practice session has one reading selection, five multiple-choice questions, and one question that will ask you to write out your answer. Read the selection and answer the questions about it in the spaces provided.

*You may already know what a grounder is, but you may not know how it can be “gobbled.” To find out, read this article and then answer the questions that follow.*

## **Gobbling Grounders** **How to field a ground ball** *by David Sharos*

Unfortunately, we are unable to reproduce the reading selection for the following six items, due to copyright restrictions. A summary of the reading selection is provided below. The selection can be found using the following reference information:  
“Gobbling Grounders” by David Sharos as it appeared in *Highlights for Children*, May 2003.  
Published by Highlights for Children, Inc. Copyright © 2003 by Highlights for Children, Inc.

### **Summary of the passage**

This passage consists of a set of instructions on how to catch, or field, a ground ball as one of the first skills to learn when playing baseball, softball, or T-ball. In this passage, the action of catching a ground ball in a glove is referred to as “gobbling” the ball, hence the play on words in the title.

The passage is organized into three boxed sections, each with a subtitle, a bulleted list of four to six brief steps, and a corresponding illustration. Each box contains the subtitle, “Get Ready,” “Get Set”, or “Catch”. The steps in each box explain details such as how to position the feet, legs, and body during each phase, how and where to focus (“keep eyes on”) on the ball, where to place the hands in relation to preparing to catch the ball, how to position the glove, and how to catch the ball so as to be able to scoop it up (“gobble” it) quickly and efficiently off the ground so as to be prepared to throw.

PLEASE GO ON ➡



Choose the best answer for each multiple-choice question. Fill in the circle next to your answer choices for questions 12 through 16. Multiple-choice questions are worth 1 point each.

- 12 In the title, the word “gobbling” means
- ☐ A. eating.
  - ☐ B. finding.
  - ☐ C. grabbing on to.
  - ☐ D. making sounds.
- 13 Why did the author **most likely** divide the directions in this article into “Get Ready,” “Get Set,” and “Catch”?
- ☐ A. to make the steps easier to follow
  - ☐ B. to show how to play the game
  - ☐ C. to show three ways to strike out
  - ☐ D. to make the steps look like a baseball field
- 14 The article states that learning to catch a grounder takes
- ☐ A. practice.
  - ☐ B. speed.
  - ☐ C. strong legs.
  - ☐ D. a straight back.
- 15 According to the “Get Set” section, what should you do when you **first** see a grounder coming toward you?
- ☐ A. Reach out in front with both hands.
  - ☐ B. Take a small step forward.
  - ☐ C. Bend forward a little.
  - ☐ D. Put the tip of your glove on the ground.
- 16 This article would be **most** helpful to someone who
- ☐ A. watches baseball mostly on TV.
  - ☐ B. is starting to play baseball with a team.
  - ☐ C. wants to learn mostly how softball is like baseball.
  - ☐ D. plays catch with friends in the back yard.

PLEASE GO ON ➡

Write your answer to question 17 in the box below. This question is worth up to 4 points.

- 17 Do the directions make catching a ground ball seem difficult or easy? Explain your answer using details from the article.

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# ACKNOWLEDGMENTS

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